

UNDERSTANDING FACULTY PRACTICE & PERSPECTIVE FOR A LEARNING-CENTERED CAMPUS

Findings from a National Study

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Research Questions:

- 1) To what degree and in what ways are faculty innovating (re-envisioning courses, implementing new pedagogies) on campus?
- 2) How do faculty view the culture of teaching and learning at their institutions & in academia?
- 3) What is the relevance of a learning-centered culture on faculty outcomes?

Survey Overview

- 6 Major Sections:
 - Teaching Practice & Innovation
 - Institutional Reward Structures
 - Scholarship of Teaching & Learning
 - Promotion & Tenure
 - Job Satisfaction & Commitment
 - Mental Health and Stress
- Survey: Peer reviewed & revised
- Web-based
 - Anonymous
- 20 institutions: 13 private; 7 public
- Fall pilot (5 institutions) & Spring Administration (15)

Sample Characteristics

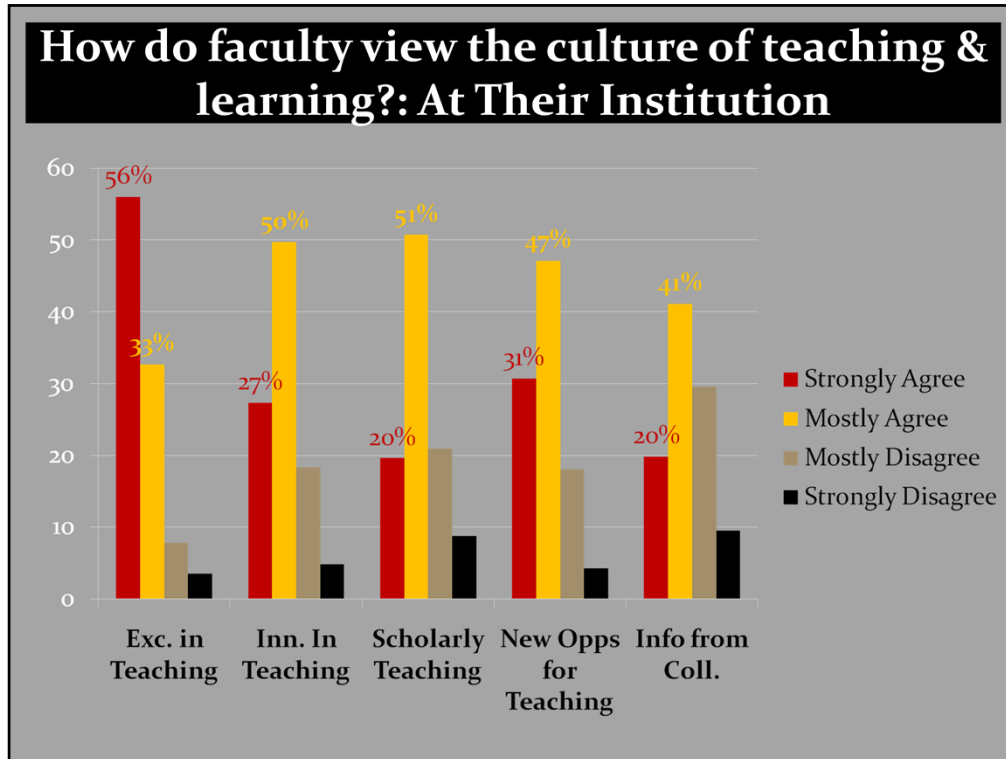
- Sample size = 1068
 - Fall Response Rate = 31%
 - Spring Response Rate = 25% (median)
 - Overall = 28%
- 52% Female, 48% Male
- Most respondents bet. 35-65
 - 35-44 (27.3%), 45-54 (26.8%), 55-65 (30.2%)
- Primarily white (88.1%)
 - 5.6% = Two or more races/some other race
 - Black/Afr. Amer.(2%), Asian (3.4%), Am. Ind./Alaska native (.9%)
 - 3.5% Hispanic Origin
- Rank
 - Instructor (& other) = 11.4%
 - Adjunct/Visiting= 11.5%
 - Assistant = 22.2%
 - Associate = 31.8%
 - Full = 23.1%
- Discipline
 - 34.8% = Humanities
 - 23.5% = Social Sciences
 - 18.6% = Prof. & App. Sciences (agric., archit., health science, law, library science)
 - 13.4% = Natural Sciences
 - 5.8% = Formal Sciences (comp sc., logic, math)
 - 3.9% = Other
- Median years at instit. = 7-10 yrs

In what ways are faculty innovating?: Frequency of Innovation & Revision

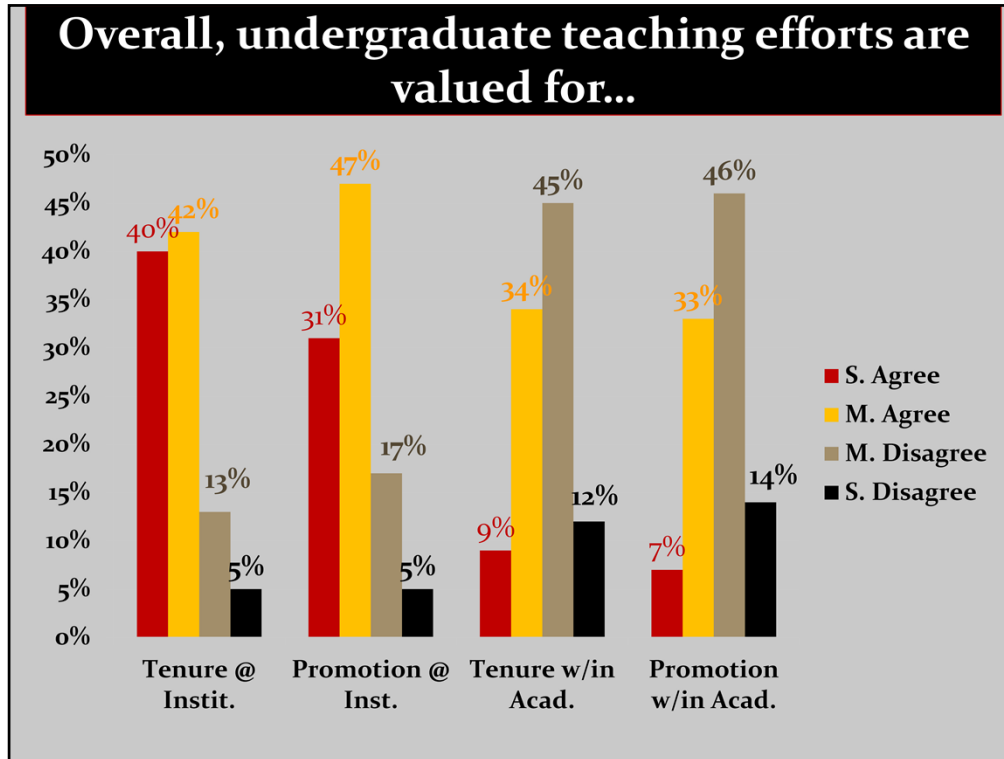
- ◉ Avg. 86.6% of faculty make some revision to course (syllabus, readings, or assignments) at least once a year
 - Vs. 3% who “Almost never” or “Never” do this
 - Over half (52%) change syllabus or revise assignments at least once a semester
- ◉ Avg. 37% implemented/adopted new pedagogy (service, experiential learning, learning community once a year)
 - 15.1% Almost never, 36.8% have NEVER done this (51.9%)
 - Least likely to have taught learning community course
 - 61.7% of faculty implemented experiential component at least once a year
 - 37.2% do this at least once a semester
- ◉ Women more likely to alter course & adopt service-learning or experiential learning than men
- ◉ No clear pattern of difference by rank

What limits innovation?

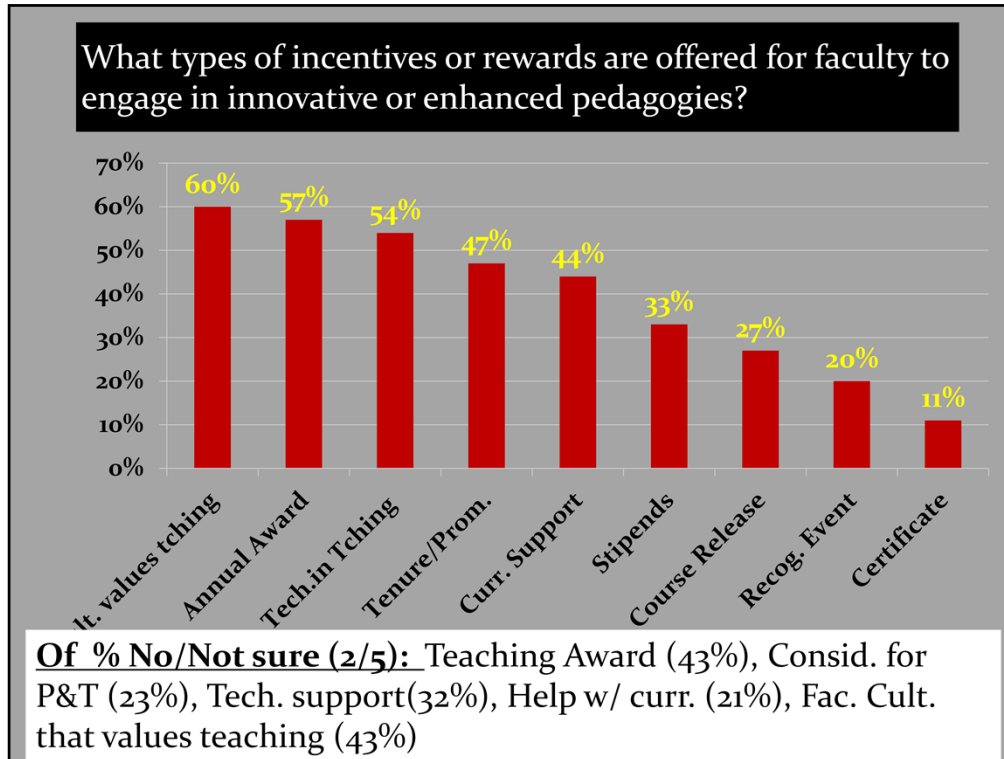
- ◉ Primary limitations (strongly/mostly agree)
 - Institutional Service (59.0%)
 - Research (36.2%)
 - Family (35.5%)
 - Not enough information from colleagues (33.4%)
 - Not sure what could do to be more innovative (16.0%)
- ◉ Differences by gender
 - Institutional service → men more likely to suggest this as limitation than women
- ◉ Differences by rank:
 - Research (Asst vs Full)
 - Institutional service (Asst & Assoc vs. Full)



The above graph indicates the degree to which the noted categories are “a priority at this institution.” The final category asked respondents about the degree to which they “often hear about how faculty colleagues change or revise their courses to improve learning experiences.”



Slide compares levels of agreement regarding how teaching efforts are valued for tenure and promotion decisions both at the institution and within academia.



The bar graph indicates the degree to which the sample indicated a particular reward or incentive was offered at their institution. The inserted text box suggests that when asked if rewards/incentives exist, faculty may not be aware of these, may not associate them with being a reward or incentive, or may not be able to identify them without prompting.